

Physical Restraint Report

Student: _____ Date: 09/20/11

Incident: physically escorted to the blue room

Staff Present: Osborn / Ross / Dansby 150-2:30

Location: Classroom / blue room

Class/Activity:

Reading groups / independent Reading

Student Group Size: 1 2 3 4 5 6 7 8 9 10 other: _____
(circle one)

Control Technique

☒ Physical Escort ☒ One Staff Control ☐ Team Control

Interventions used prior to Restraint

☒ Reflective Listening/Support ☐ Redirection/Label Good Behavior

☒ Define/Set Limits ☐ Quiet Time-Voluntary

☐ Recognition of Good Peer Behavior ☒ Physical Redirection ☒ Verbal Prompt

Other provided a count down, ^{defined} set limited on a physical escort in the blue room if he couldn't walk in voluntary.

Follow-Up

☐ Contacted parents/guardian to report restraint and incident

Date: _____ Time: _____ Method of contact: _____

Person who made contact: _____

☐ Sent copy of Restraint Report to Building Principal and original to Special Education Building Administrator within 24 hrs.

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Narrative: When Mrs. Osborn entered the room, he became (was) angry. He started throwing pens and shoes across the room. Then he tried to throw his desk. Mrs. Osborn tried to talk to him but he refused to calm down in his seat. Mrs. Osborn informed _____ that if he couldn't calm down, he would need to go to the blue room to calm down. _____ continued becoming more angry. Mrs. Osborn and Mrs. Ross informed _____ again and several more times to go in the blue room or we would escort him in. Mrs. Osborn gave him a count down - telling him that she was counting up to three. When Mrs. Osborn ended upon three she asked again & he still refused. Mrs. Osborn escorted him in the blue room @ 1:50. She was in the blue room restraining him until 2:10. Once he was calm Mrs. Osborn

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Narrative: talked to him trying to give him words to use, so he could talk to Mrs. Ross. At 2:20, he came out of the blue room to talk to Mrs. Ross, but when he saw her he became angry again. We asked him to go back in the blue room until he could calm down. He refused again. We had to call Mr. Dansby to the room for assistance. Mr. Dansby ended up taking him down to his office.

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Revised 6/2010

Physical Restraint Report

Student: _____ Date: _____

Incident: _____

Staff Present: _____

Location: _____

Class/Activity: _____

Student Group Size: 1 2 3 4 5 6 7 8 9 10 other: _____
(circle one)

Control Technique

___ Physical Escort ___ One Staff Control ___ Team Control

Interventions used prior to Restraint

___ Reflective Listening/Support ___ Redirection/Label Good Behavior

___ Define/Set Limits ___ Quiet Time-Voluntary

___ Recognition of Good Peer Behavior ___ Physical Redirection ___ Verbal Prompt

Other _____

Follow-Up

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Date: _____ Time: _____ Method of contact: _____

Person who made contact: _____

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Seclusion Log

TUSSING.

Teacher Name: Ross / Osborn / Jones

Student Name: _____

Date: 8/29/11 Time in: 1:54 Time out: 1:59 Escorted in: _____ Yes ☒ No

Comments: Mr. Jones sent in for kicking desk + chair

Date: 9/9/11 Time in: 2¹⁰ Time out: 2²⁰ Escorted in: _____ Yes ☒ No

Comments: Asked by Mrs. Ross to go in after kicking boxes in the room.

Date: 9/12/11 Time in: 1²⁸ Time out: _____ Escorted in: X Yes _____ No

Comments: Mr. Dansby escorted in after threw books.

Date: 9/20/11 Time in: 1⁵⁰ Time out: 2³⁰ Escorted in: X Yes _____ No

Comments: Had a fit in the classroom for no apparent reason. Mrs. Osborn had to escort into the room

Date: 09/21/11 Time in: 10:40 Time out: 11¹⁰ Escorted in: _____ Yes ☒ No

Comments: Asked to go into the blue room. Had trouble getting started w/ his daily work.

Wrong student
Date: 9/26/11 Time in: 10:40 Time out: _____ Escorted in: _____ Yes _____ No

Comments: He was stopping himself from starting

9/27/11 2⁴⁰

Escorted in: No

Revised 7/2010

Asked to go in b/c he was refusing all work and

Seclusion Log

Teacher Name: Ross / Osborn / Jones

Student Name: _____

Date: 12/04/11 Time in: 2:00 Time out: 2:40 Escorted in: _____ Yes ☒ No

Comments: Walked off from Mrs. Osborn. Mrs Osborn
walked into, give directions, ... turned around
and punched her. Mrs Osborn had to restrain him.

Date: 11/3/11 Time in: 10:35 Time out: _____ Escorted in: _____ Yes ☒ No

Comments: Got mad about borrowing in subtraction
and threw a chair - Mrs O had him go to blue
room

Date: _____ Time in: _____ Time out: _____ Escorted in: _____ Yes _____ No

Comments: _____

Date: _____ Time in: _____ Time out: _____ Escorted in: _____ Yes _____ No

Comments: _____

Date: _____ Time in: _____ Time out: _____ Escorted in: _____ Yes _____ No

Comments: _____

Date: _____ Time in: _____ Time out: _____ Escorted in: _____ Yes _____ No

Comments: _____

Physical Restraint Report

Student: _____

Date: 09/01/11

Incident: While we were in group - Mrs. Ross had to separate another student. became upset when the other student was asked to help the teacher. became very upset by grabbing →

Staff Present: Lisa Osborn, Lea Ann Ross, Dana Calloway, Mrs. Matthews

Location: Classroom - in group reading a book.

Class/Activity: _____

Student Group Size: 1 2 3 4 5 6 7 8 9 10 other: _____
(circle one)

Control Technique

☐ Physical Escort

☐ One Staff Control

☒ Team Control

Interventions used prior to Restraint

☐ Reflective Listening/Support

☒ Redirection/Label Good Behavior

☒ Define/Set Limits

☒ Quiet Time-Voluntary

☒ Recognition of Good Peer Behavior

☐ Physical Redirection

☒ Verbal Prompt

Other: Student was in the blue room with 2 staff members from 1:50 pm - 2:25 pm.

Follow-Up

☒ Contacted parents/guardian to report restraint and incident

Date: 09/01/11 Time: _____ Method of contact: phone call

Person who made contact: Osborn / Ross

☐ Sent copy of Restraint Report to Building Principal and original to Special Education Building Administrator within 24 hrs.

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Narrative: objects and throwing them across the room.
was instructed by a teacher to go into
the blue room. was kicking the wall
and when Mrs Osborn went in to help him,
started kicking Mrs. Osborn. Mrs. Osborn
took shoes off. Mrs. Matthews
assisted Mrs. Osborn until Mrs. Calloway
came over to take over. Mrs Calloway
and Mrs Osborn restrained on the
floor in the blue room until he
was calm. resisted for ten
minutes became calm for five
minutes and then became upset
again. for another ten minutes,
when became calm, Mrs. Osborn
sat with him until he was ready
to return to class.

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Revised 6/2010

Physical Restraint Report

Student: _____ Date: 09-01-2011

Incident: Student needed physical restraint due to uncontrollable behavior. Called to incident by classroom teacher who is not CPI Certified

Staff Present: B15 Tussing / ED Unit
Dana Calloway, Lisa Osbourne, Leanne Ross

Location: B15 Tussing E.S. / ED Unit
Class/Activity: _____

Student Group Size: 1 2 3 4 5 6 7 (8) 9 10 other: _____
(circle one)

Control Technique

☐ Physical Escort

☐ One Staff Control

☒ Team Control

Interventions used prior to Restraint

☐ Reflective Listening/Support ☐ Redirection/Label Good Behavior

☐ Define/Set Limits ☐ Quiet Time-Voluntary

☐ Recognition of Good Peer Behavior ☐ Physical Redirection ☐ Verbal Prompt

Other _____

Follow-Up

☐ Contacted parents/guardian to report restraint and incident

Date: _____ Time: _____ Method of contact: _____

Person who made contact: _____

☐ Sent copy of Restraint Report to Building Principal and original to Special Education Building Administrator within 24 hrs.

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Narrative: At approximately 1:50pm Leanne Ross (Intervention Specialist) in room B15, came to my room asking for assistance with a student struggling to maintain his physical behavior. Upon entering the room, I heard screaming, then pushing and shoving toward the door. At that time, I physically restrain by crossing his arms in front of him, holding his forearms with moderate pressure. Aggressively ~~tries~~^{begins} to flail body back and forth in effort to free himself and release frustration. In order to de-escalate behavior, Mrs. Osbourne and I begin to talk and sing to him. After 25 minutes of resisting to calm down, and all at once he becomes relaxed and partially sleepy.

Ms. Calloway

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Revised 6/2010

Physical Restraint Report

Student: _____ Date: 1/13/12

Incident: _____

Staff Present: Karen Baskind, Christine Miller, Mollie Strait
~~Dee Danenne Sanders~~, Brittney Turnbull
Sheely Coleman

Location: 2nd grade pod hallway, resource rooms D16 & D15

Class/Activity: OT trigger, resource room - non choice activity

Student Group Size: 1 2 3 4 5 6 7 8 9 10 other: _____
(circle one)

Control Technique

____ Physical Escort ☒ One Staff Control ____ Team Control

bear hug

Interventions used prior to Restraint

☒ Reflective Listening/Support ☒ Redirection/Label Good Behavior

☒ Define/Set Limits ☒ Quiet Time-Voluntary

☒ Recognition of Good Peer Behavior ☒ Physical Redirection ☒ Verbal Prompt

Other _____

Follow-Up

☒ Contacted parents/guardian to report restraint and incident

Date: 1/13/12 Time: 2:00 Method of contact: phone call

Person who made contact: Christine Miller called

per. Brittney's direction

____ Sent copy of Restraint Report to Building Principal and original to Special Education Building Administrator within 24 hrs.

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Narrative:

came back from OT upset. She was not being a good listener. I got mad and ran from the room and sat down in the hallway. Mollie Strait defined the limits and came back into the room. Mollie Strait tried to get us to explain and talk about why she was upset. Ms. Strait was able to redirect her to quiet work on the computer. Ms. Strait & Mrs. Baskind thanked her for choosing to calm down. When the students were directed to sit at their desks to watch the movie for MLK Day, she refused to leave the computer. We explained that computer time was over and she ran for the door. We pointed out that if she wanted to watch the movie she had to sit like the other students. She crawled under the computer and began to play with the cords. Mrs. Strait asked Mrs. Baskind to get Mrs. Miller. Mrs. Miller walked into the OT room to calm down. When Mrs. Baskind came into the OT room, she was ready to make good choices so we walked out to go back to D15. She ran down the hall and away from Mrs. Baskind crying and screaming NO! Mrs. Baskind caught her and Bear hugged her until Brittney Turnbull came down to help the situation. Mrs. Miller & Sanders were there with Mrs. Baskind and tried to calm her.

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

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Mrs. Turnbull came down and talked with [REDACTED]. We, as a group, decided to move [REDACTED] to the safe Blue Room in D16. [REDACTED] cried and fought walking back to the room. [REDACTED] was put into the Blue room. She calmed then got angry again. Mrs. Baskind watched in the room window to make sure [REDACTED] was safe.

Mrs. Turnbull watched the door when [REDACTED] came out of the room. [REDACTED] tried several times to get out of the room. She wanted the phone or the computer, Mrs. Miller stopped her from getting those items. [REDACTED] went in and out of the Blue room several times throwing toys and yelling. Mrs. Turnbull told Mrs. Miller to call [REDACTED].

[REDACTED] became upset that [REDACTED] was called. [REDACTED] became distracted by sharpening pencils with the ~~the~~ electric pencil sharpener. [REDACTED] came in and began to talk to her and calm her down.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]

Physical Restraint Report

Student: _____ Date: 1/13/12

Incident: Student ran placed herself in unsafe situation in classroom hallway - fight risk

Staff Present: Dianne Sanders, K. Baskin, C. Miller, B. Turnbull, M. Strait

Location: OT, Pod/Hallway Resource Rms D16, D17
Class/Activity: _____

Student Group Size: (1) 2 3 4 5 6 7 8 9 10 other: _____
(circle one)

Control Technique

____ Physical Escort ☒ One Staff Control ____ Team Control

Blair Hug

Interventions used prior to Restraint

☒ Reflective Listening/Support ☒ Redirection/Label Good Behavior

☒ Define/Set Limits ☒ Quiet Time-Voluntary

☒ Recognition of Good Peer Behavior ☒ Physical Redirection ☒ Verbal Prompt

Other _____

Follow-Up

☒ Contacted parents/guardian to report restraint and incident

Date: 1/13/12 Time: 2:00 Method of contact: Phone call / came in

Person who made contact: Christine Miller

☒ Sent copy of Restraint Report to Building Principal and original to Special Education Building Administrator within 24 hrs.

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Narrative: _____

_____ was upset about pending visit w/ her mother. She was acting out - when I arrived at the scene she was trying to run away from staff (Baskind, Miller Sanders) after a period of time we were able to get her into the Miller's classroom w/ supportive bear hug. I requested to call Foster mom, she came to get her at 2:30, she was carried out by family due to lack of compliance.

Bethany Turnbull

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Revised 6/2010

Physical Restraint Report

Student: _____ Date: 1/13/12

Incident: _____

Staff Present: Karen Baskind, Shellie Coleman
Mollie Strait

Location: resource room D15

Class/Activity:

Coming back from OT, non-choice activity

Student Group Size: 1 2 3 4 5 6 7 8 9 10 other: _____
(circle one)

Control Technique

____ Physical Escort ☒ One Staff Control ____ Team Control

bear hug

Interventions used prior to Restraint

☒ Reflective Listening/Support ☒ Redirection/Label Good Behavior

☒ Define/Set Limits ☒ Quiet Time-Voluntary

☒ Recognition of Good Peer Behavior ☒ Physical Redirection ☒ Verbal Prompt

Other _____

Follow-Up

☒ Contacted parents/guardian to report restraint and incident

Date: 1/13/12 Time: 2:00 Method of contact: phone call

Person who made contact: Christine Miller called

____ Sent copy of Restraint Report to Building Principal and original to Special Education Building Administrator within 24 hrs.

per Brittney's direct

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Narrative: _____ came back from OT with Shellie Coleman. Shellie informed Karen Baskind and myself that _____ had a rough time in OT and had not been listening. _____ got upset, ran from the room and sat down in the hallway. I asked her several times to come back in the room and after several prompts she complied _____ tried several times to get to the door to go back to the hallway. I stood in front of the door so she could not exit. I tried to get her to explain several times why she was so upset. I gave her a bear hug from behind and sat her on the floor with her and I rocked her until she was calmed down. When she was calmed down I thanked her for making a good choice and allowed her quiet time on the computer. After awhile

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Revised 6/2010

it was time for all students to go back to their desks. . . . refused to leave the computer. She recieved several requests from both myself and Mrs. Baskind to leave the computer. . . . then crawled under the computer table and was hugging the cords. It was clear that . . . was not going to let go of the cords on her own free will and at this point she was a risk to her own safety. I asked Karen to get Christine Miller next door because she has a blue room and needed to be in a blue room. Karen went with . . . and I stayed with the rest of the class.

Melie Strait

[illegible]

Physical Restraint Report

Student: _____ Date: 2/7/12

Incident: Multiple instances of non-compliance + acting out,
hit and kicked Mrs. Schneider

Staff Present: Mrs. Schneider, Mrs. Burgess

Location: Classroom

Class/Activity: Reading

Student Group Size: 1 2 3 4 5 6 7 8 9 10 other: _____
(circle one)

Control Technique

☐ Physical Escort ☐ One Staff Control ☒ Team Control

Interventions used prior to Restraint

☒ Reflective Listening/Support ☒ Redirection/Label Good Behavior
☒ Define/Set Limits ☐ Quiet Time-Voluntary
☒ Recognition of Good Peer Behavior ☒ Physical Redirection ☒ Verbal Prompt

Other _____

Follow-Up

☒ Contacted parents/guardian to report restraint and incident
Date: 2/7/12 Time: 3:30 Method of contact: take home folder
Person who made contact: Mrs. Schneider
☒ Sent copy of Restraint Report to Building Principal and original to Special Education Building Administrator within 24 hrs.

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Narrative: see attached Narrative

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Revised 6/2010

2/7/2012

back from Suspension

9:45 - Very loud - sat + did work
(had EM - needed changed)

7:50 - Calendar - would not put book + word ring away,
grabbed Mrs. Schneider's hand + wouldn't let go, until she was
started running around the room
ran out the door + down the hallway
+ stopped + returned to the room where

able to wiggle
her hand
loose

Mrs. Schneider said she would call mom
- Mrs. Schneider asked me to write down what was happening +

- refused to sit at the table by this time
and when Mrs. Dempsey was prompting
her to move from the bean bag + back
to the table, she started wildly kicking

threatened
to tear
the paper
up +
chased me
as I
went across
the room +
put the
paper out
of his
reach.

Then jumped up and said let's
get her and hit Mrs. Dempsey in the
arm.

Mrs. Schneider + I escorted him to the
blue room - where he resisted staying
in. He was voicing many threats and
said he would break the phone so
mom could not be called.

Mrs. Dempsey went to get Mrs. Turnbull +
by the time she got here, he was
pretty calm and she was able to talk
to him about what happened. She went
to call mom + we shut the door + he
served his time out.

When he came out, he was calm + willing to
sit and participate.

I had been able to talk into coming
back to the table, but she continued to
act out and be non-compliant.

Mrs. Schneider walked her down to Mrs. Turnbull's
office + had her sit in the in-school suspension

when they returned she sat, but continued acting out... climbing on the table + refusing to get off (gripping it tightly). She hit (not very hard) 3 times... she scooted her chair across the room... laid on the floor

sat so nicely, I praised them + gave them gummy worms -

(1 + 2 were in speech)

finished calendar nicely + his mom arrived + then had a meeting w/ him, Mrs. Turnbull, Mrs. McComas, Mrs. Schneider (he returned to class after)

- changed (BM)
took her shorts off

- laid on the table when he came out of the bathroom

- Snack time - ate entire sandwich from his lunch.
slapped when she walked by him at snack time

(1 + 2) - Speech

- listened to story - only got up 3x + went back to seat without too much coaxing

- He got a toy out of cubby + was told several times to return to the table

- He got up + went to his own cubby + got out a tiny little "treasure" he found on the bus then returned to the table when I told him to

- He went to s cubby and got her peds book + brought it to her saying she needed it (she didn't)

He ran around the table and yelled in ear -

"You're going to the blue room". He went back to his seat when Mrs. Schneider told him to, but yelled at her across the table. Then he just started writing on his worksheet

speech at 11:15

11:20 - walked away from the table during a group reading activity - when I told her to return, she said "play" and I positioned myself between her and the play area + prompted her back to the table. Then

- Reading activity - out of her seat multiple times - returned when asked to.
- laid on the floor
- back from speech -

I went to lunch

in time out when I got back from lunch

Physical Restraint Report

Student: _____ Date: 2/7/12

Incident: Grabbed Mrs. Schneider's hand, wouldn't let go, ran out of the classroom, hit Mrs. Dempsey

Staff Present: Mrs. Schneider, Mrs. Burgess, Mrs. Dempsey

Location: Classroom

Class/Activity:

Calendar

Student Group Size: 1 2 3 4 5 6 7 8 9 10 other: _____
(circle one)

Control Technique

☐ Physical Escort

☐ One Staff Control

☒ Team Control

Interventions used prior to Restraint

☒ Reflective Listening/Support

☒ Redirection/Label Good Behavior

☒ Define/Set Limits

☐ Quiet Time-Voluntary

☒ Recognition of Good Peer Behavior

☐ Physical Redirection

☒ Verbal Prompt

Other _____

Follow-Up

☒ Contacted parents/guardian to report restraint and incident

Date: 2/7/12 Time: 9:50 + Method of contact: Called + met w/ Mom

Person who made contact: Mrs. Turnbull

(Meeting with Mrs. Schneider + Mrs. McCormas, also)

☒ Sent copy of Restraint Report to Building Principal and original to Special Education Building Administrator within 24 hrs.

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Narrative: See attached narrative

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Revised 6/2010

2/7/2012

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ran out the door + down the hallway
+ stopped + returned to the room when
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threatened
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Then jumped up and said let's
get her and hit Mrs. Dempsey in the
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Mrs. Schneider + I escorted him to the
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when they returned she sat, but continued acting out... climbing on the table + refusing to get off (gripping it tightly). She hit (not very hard) 3 times... she scooted her chair across the room... laid on the floor

set so nicely, I praised them + gave them gummy worms -

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finished calendar nicely + his mom arrived + then had a meeting w/ him, Mrs. Turnbull, Mrs. McCormas, Mrs. Schneider (he returned to class after)

- changed (Bm) took her shoes off

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- Snack time - ate entire sandwich from his lunch. Slapped when she walked by him at snack time

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- He went to cubby and got her peds book + brought it to her saying she needed it (she didn't)

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Speech at 11:15

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- Reading activity - out of her seat multiple times -
returned when asked to.
- laid on the floor
- back from speech -

I went to lunch

in time out when I got back from lunch

Physical Restraint Report

Student: _____ Date: 3-13-12

Incident: behavior became escalated once in the Classroom, after an altercation with another student

Staff Present: Dana Calloway

Location: Resource Room @ Tussing E.S.

Class/Activity: Transition from morning recess to Academic Classroom setting

Student Group Size: 1 2 3 4 5 6 (7) 8 9 10 other: _____
(circle one)

Control Technique

☒ Physical Escort ☐ One Staff Control ☒ Team Control

Interventions used prior to Restraint

☒ Reflective Listening/Support ☒ Redirection/Label Good Behavior

☒ Define/Set Limits ☐ Quiet Time-Voluntary

☐ Recognition of Good Peer Behavior ☒ Physical Redirection ☒ Verbal Prompt

Other _____

Follow-Up

☒ Contacted parents/guardian to report restraint and incident

Date: 3-13-12 Time: _____ Method of contact: phone call

Person who made contact: Principal

☒ Sent copy of Restraint Report to Building Principal and original to Special Education Building Administrator within 24 hrs.

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

12:15-

and another student were running on the playground. They began to grab each other and began fighting. ^(first pushing, but pulling and kicking each other) They were both told to stop and come over to me which they did. When asked to come into the building he did and then went straight into the office. He was brought down to the room by Ms. Calloway. He was asked to come to the classroom but said he didn't want to with Ms. McKnight.

12:18

- Said he was not coming to the room with Ms. McKnight because he doesn't like her, she is the worst teacher ever. Said he didn't need to listen to Ms. McKnight.

- My mom is the 1st line of defense not Ms. McKnight

- I have to listen to Ms. McKnight and I don't even get to tell Mrs. Henson what happened.

- ^{Ms.} Calloway was explaining to what he was doing when she was trying to talk to him (cock his head, roll your eyes) and he insisted that she said the a-- word and is going to tell his mom.

remarks to Ms. Calloway & Ms. McKnight:

- "What you looking at", I don't want anyone looking at me. "I'll tell my mom that stupid teacher got me in trouble"

12:29 (this is while everyone was sitting at desk being quiet)

- continuing to kick his desk even after being asked to stop.

1	5	4	3	2	1	A	Use appropriate language, tone, and volume when speaking.
	5	4	3	2	1	B	Comply with adult directive within 1 minute no more than 1 redirection
	5	4	3	2	1	C	Demonstrate appropriate verbal interaction with peers and adults.
	5	4	3	2	1	D	Refrain from disturbing others
	5	4	3	2	1	E	Work to stay on task at least 10 minutes or until completion.
	5	4	3	2	1	F	Follow school and classroom rules.

2	5	4	3	2	1	A	Use appropriate language, tone, and volume when speaking.
	5	4	3	2	1	B	Comply with adult directive within 1 minute no more than 1 redirection
	5	4	3	2	1	C	Demonstrate appropriate verbal interaction with peers and adults.
	5	4	3	2	1	D	Refrain from disturbing others
	5	4	3	2	1	E	Work to stay on task at least 10 minutes or until completion.
	5	4	3	2	1	F	Follow school and classroom rules.

3	5	4	3	2	1	A	Use appropriate language, tone, and volume when speaking.
	5	4	3	2	1	B	Comply with adult directive within 1 minute no more than 1 redirection
	5	4	3	2	1	C	Demonstrate appropriate verbal interaction with peers and adults.
	5	4	3	2	1	D	Refrain from disturbing others
	5	4	3	2	1	E	Work to stay on task at least 10 minutes or until completion.
	5	4	3	2	1	F	Follow school and classroom rules.

4	5	4	3	2	1	A	Use appropriate language, tone, and volume when speaking.
	5	4	3	2	1	B	Comply with adult directive within 1 minute no more than 1 redirection
	5	4	3	2	1	C	Demonstrate appropriate verbal interaction with peers and adults.
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	5	4	3	2	1	D	Refrain from disturbing others
	5	4	3	2	1	E	Work to stay on task at least 10 minutes or until completion.
	5	4	3	2	1	F	Follow school and classroom rules.

telling teacher how to
talk to him

Mr. says to Ms. Calloway "You Can keep leaving me alone." I reply "I Sure will,"

March 13, 2012
Replies, "Good!
trouble. You all get on
my nerves. I hate
You people."

"I Can't wait to tell my mom these stupid teachers get me in

12:35 refused to go to blue room

screaming, kicking grabbing,
teachers took off shoes and had to move desk
to get him to blue

12:38 ran out of blue room on refused to
go back in he was then escorted back in by
Ms Calloway + Ms McKnight. He continued
to fight and try to bite Ms Calloway.

12:50 Mr Dansby came down to release Ms
Calloway and talk to

12:53 ... relaxed in blue room with door
open and Ms Calloway sitting in front

12:52

"I have alot of things to tell my mom so don't
ask when you get fired"

"I need to use the restroom and I don't care what
Ms Calloway said"

"All you teachers do is lie to me"

1:05

Given permission to use RR

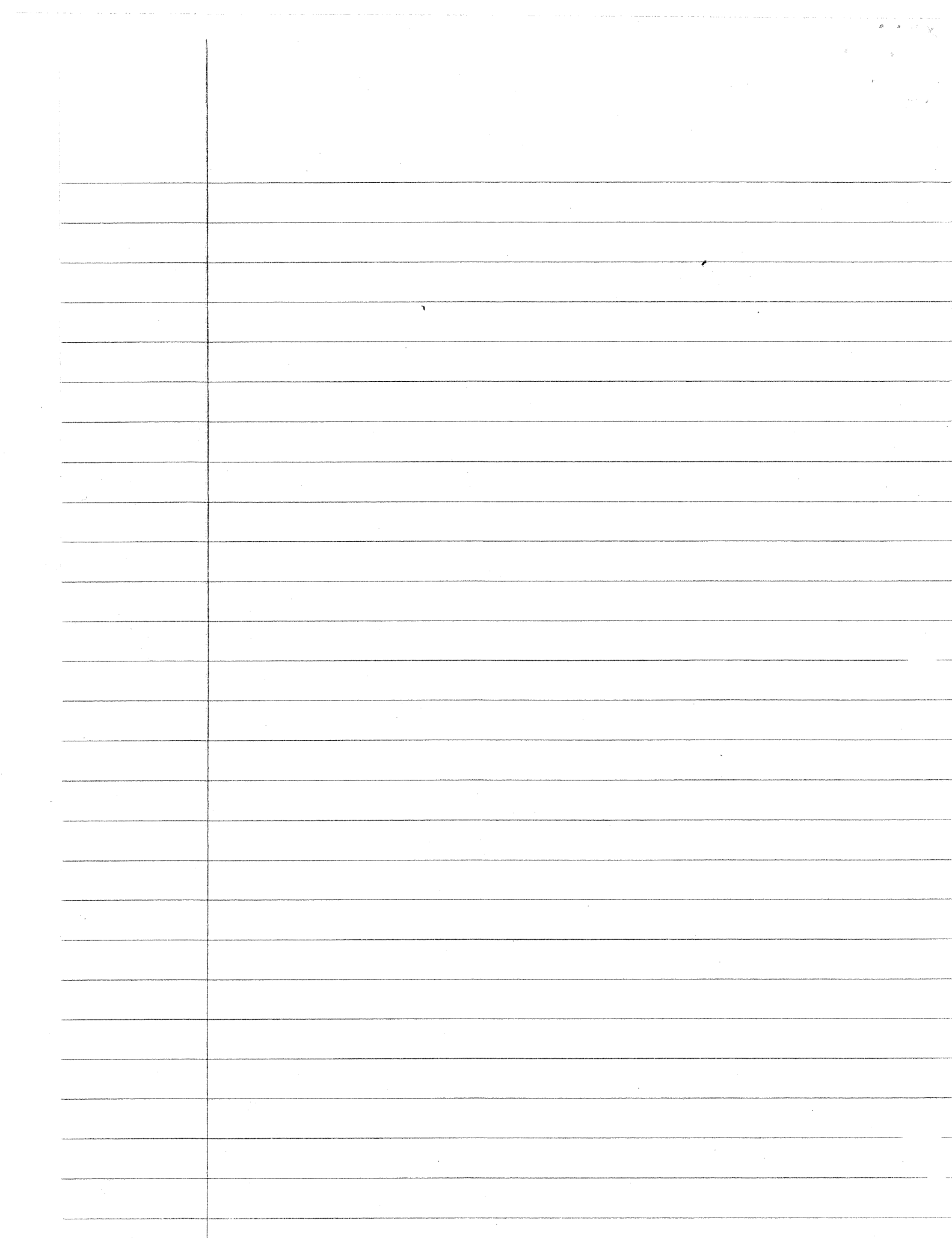
repeatedly refuses to follow direction to use
RR. Instead decides he wants to veer off and get sweater

1:15

"Ms Calloway Stratched me on purpose and I will
let everyone know so she gets fired."

*

Other comments made regarding this: I can't
wait to tell my mom, she's gonna make sure
you get fired. Student Sent to nurse.



Seclusion Log

Teacher Name: Ross/ Osborn/ Jones

Student Name: _____

Date: 2/3/12 Time in: 10⁴⁵ Time out: 11¹⁰ Escorted in: _____ Yes ☒ No

Comments: was making noises and yelling "I'm scared"
and distracting class" Ask to go to blue room.

Date: 2/9 Time in: 10⁴⁰ Time out: 10⁵⁵ Escorted in: _____ Yes ☒ No

Comments: Launched a pencil across the room -
to ask to take a time out.

Date: 02/27/12 Time in: 10:05 Time out: 11:00 Escorted in: _____ Yes ☒ No

Comments: Ask to go into the blue room.
was running around the room being unsafe.

Date: 3/7/12 Time in: 12¹⁵ Time out: 12⁴⁵ Escorted in: ☒ Yes _____ No

Comments: Was in cafeteria being unsafe and brought back
into room and put in blue room for own safety

Date: 3/21 Time in: 1235 Time out: 10⁰⁰ Escorted in: _____ Yes ☒ No

Comments: asked to go to blue room when
yelling in class

Date: 3/23 Time in: 1³⁰ Time out: 1⁴⁰ Escorted in: _____ Yes ☒ No

Comments: yelling about spelling

Seclusion Log

Teacher Name: Ross / Osborn / Jones

Student Name: _____

Date: 10-12 Time in: 1:40 Time out: 1:50 Escorted in: _____ Yes ☒ No

Comments: He was refusing to do work and was

getting loud and on his way to a meltdown. So I sent him
to the blue room.

Date: 10-24 Time in: 11:14 Time out: 11:34 Escorted in: _____ Yes ☒ No

Comments: Was very upset and came in and slammed his
binder on his desk disrupting class. I asked him to
take a time out.

Date: 11/7/11 Time in: 1:45 Time out: 2:15 Escorted in: ☒ Yes _____ No

Comments: Was hitting, kicking and throwing things -
Mrs. Ross asked him to go to blue room
after he started trying to pull electr. plugs out of the
wall.

Date: 11-9-11 Time in: 3:23 Time out: 3:30 Escorted in: ☒ Yes _____ No

Comments: He refused to come when I called
him he seemed frustrated. When I asked him to
go to the time out room. He refused.

Date: 11/11 Time in: 11:00 Time out: 12:30 Escorted in: ☒ Yes _____ No

Comments: ... tried to run away. Tried to
leave building. Kicked Mrs. Ross.

Date: 2-1-12 Time in: 10:05 Time out: 10:20 Escorted in: _____ Yes ☒ No

Comments: would not stop yelling out
about bombs.

Seclusion Log

Teacher Name: Row/ Osborn / Jones

Student Name: _____

Date: 4/17 Time in: 1:10 Time out: 2:50 Escorted in: _____ Yes ☒ No

Comments: Sitting unsafe in chair

Date: _____ Time in: _____ Time out: _____ Escorted in: _____ Yes _____ No

Comments: _____

Date: _____ Time in: _____ Time out: _____ Escorted in: _____ Yes _____ No

Comments: _____

Date: _____ Time in: _____ Time out: _____ Escorted in: _____ Yes _____ No

Comments: _____

Date: _____ Time in: _____ Time out: _____ Escorted in: _____ Yes _____ No

Comments: _____

Date: _____ Time in: _____ Time out: _____ Escorted in: _____ Yes _____ No

Comments: _____

Seclusion Log

Teacher Name: Dana Calloway

Student Name: _____

Date: 9-19 Time in: 12:53 Time out: _____ Escorted in: _____ Yes ☒ No

Comments: Began Complaining of assignment, saying "I'm not doing this, I hate this." Asked to go into Blue Room^{in order} to let out frustration.

Date: 9-23 Time in: 2:03 Time out: 2:08 Escorted in: _____ Yes ☒ No

Comments: didn't want to do work, got upset when could not have free time.

Date: 09/27/11 Time in: 1:15 Time out: _____ Escorted in: ☒ Yes _____ No

Comments: Became upset by crying, saying "I didn't do anything." "I want to go home". When he didn't earn enough points to have computer time, etc.

Date: 10/6 Time in: 1:15 Time out: 1:20 Escorted in: _____ Yes ☒ No

Comments: not on task, very hard time doing work

Date: 10/12 Time in: 12:57 Time out: _____ Escorted in: _____ Yes _____ No

Comments: Upset due to unwillingness to complete assignments.

Date: 10/26 Time in: 1:30⁵ Time out: 1:45 Escorted in: _____ Yes ☒ No

Comments: refused to complete assignment after having computer time as an reward.

Seclusion Log

Teacher Name: Calloway

Student Name: _____

Date: 1/24 Time in: 1:28 Time out: 1:34 Escorted in: _____ Yes ☒ No

Comments: _____ became upset when asked to read quietly
3 times. After the 3rd time _____ was moved to the
reading area to read to himself. He became increasingly upset.

Date: 1-24 Time in: 1:42 Time out: 1:53 Escorted in: _____ Yes ☒ No

Comments: _____

Date: 1-31-12 Time in: 10:43 Time out: _____ Escorted in: _____ Yes ☒ No

Comments: Refusing to do work putting he was
asked to go to blue room and calm down.

Date: 2-17 Time in: _____ Time out: _____ Escorted in: ☒ Yes _____ No

Comments: refusing to do work, telling teacher "no"
"I don't like you", your mean, I want to go home

Date: 2-17 Time in: 11:32 Time out: _____ Escorted in: ☒ Yes _____ No

Comments: refusing to do work, telling teacher "No"
"your mean", I don't need to do this

Date: 2-28 Time in: 11:35 Time out: _____ Escorted in: ☒ Yes _____ No

Comments: refusing to do work with help, telling
teacher "No"

Sent to the Blue Room

Seclusion Log

Teacher Name: Calloway

Student Name: _____

Date: 3/2 Time in: 12:35 Time out: _____ Escorted in: _____ Yes X No

Comments: telling teacher "NO", refusing to do work

Date: 3/6 Time in: 11:43 Time out: 11:52 Escorted in: _____ Yes X No

Comments: yelling at teacher about standing on line at recess do to not doing morning work.

Date: 3/8 Time in: 11:40 Time out: _____ Escorted in: _____ Yes _____ No

Comments: Disrespectful tone and remark when asked to have a seat. ~~from~~ Sitting in chair on knees.

Date: 3/14 Time in: 11:50 Time out: 11:54 Escorted in: _____ Yes X No

Comments: telling teacher "NO" disrespectful, refusing to do work, mad because he lost recess due to not working.

Date: 3/20 Time in: 10:45 Time out: _____ Escorted in: X Yes _____ No

Comments: yelling about having to do work, stomping feet yelling "NO" I'm not doing that

Date: 3/22 Time in: 2:10 Time out: _____ Escorted in: _____ Yes X No

Comments: telling teacher he hates her, refusing to do his work, off task

Seclusion Log

Teacher Name: Calloway

Student Name: _____

Date: 3-23 Time in: 2:00 Time out: _____ Escorted in: ☒ Yes ☐ No

Comments: Disrupting class, refusal to work

Date: 4-27 Time in: 12:40 Time out: _____ Escorted in: _____ Yes ☒ No

Comments: initially became upset because of having to complete subtraction on Moby Math.

Date: 4-27 Time in: 1:13 Time out: _____ Escorted in: _____ Yes ☐ No

Comments: refused to have a seat when asked 3 times. Continuous wanted to argue about why there was no popcorn being serve during a 30 min video

Date: 4-27 Time in: 2:10 Time out: 2:15 Escorted in: _____ Yes ☐ No

Comments: upset because he did not get a chance to go to APE.

Date: 4-27 Time in: 2:32 Time out: ~~2:37~~ 2:40 Escorted in: _____ Yes ☐ No

Comments: Pouting, whining that his moby math was too hard.

Date: 4-30 Time in: 2:05 Time out: _____ Escorted in: _____ Yes ☒ No

Comments: failed AR test, would not take spelling test Kicked chair, threw self on ~~chair~~ floor, threw shoes

Physical Restraint Report

Student: _____ Date: 1-4-12

Incident: was playing with other students (2) at indoor recess when he and another students were

Staff Present: Ms. McKnight, Ms. Calloway
Mrs. Ross

Location: Classroom Blue room

Class/Activity:

Indoor recess - playing w/ blocks w/ 2 other students.

Student Group Size: 1 2 3 4 5 6 7 8 9 10 other: _____
(circle one)

Control Technique

☒ Physical Escort ☒ One Staff Control ☒ Team Control

Interventions used prior to Restraint

☒ Reflective Listening/Support ☒ Redirection/Label Good Behavior

☒ Define/Set Limits ☐ Quiet Time-Voluntary

☐ Recognition of Good Peer Behavior ☒ Physical Redirection ☒ Verbal Prompt

Other _____

Follow-Up

_____ Contacted parents/guardian to report restraint and incident

Date: _____ Time: _____ Method of contact: _____

Person who made contact: _____

_____ Sent copy of Restraint Report to Building Principal and original to Special Education Building Administrator within 24 hrs.

Each staff member involved in the restraint must complete report and write a brief narrative of the incident on the back

Narrative: talking and whispering. When Ms. Calloway
saw them and told them not to say anything
about it started getting all mad. He then
started yelling saying he didn't do anything
and was asked to put the toys away and go sit
down. He then got angry and started walking
around the room yelling. He continued to escalate
and when given verbal prompts to go to the blue
room to cool off he refused. Then he started
slamming the closet doors. When refused to go to
blue room he was physically escorted by Ms. Calloway
and Ms. McKnight. Once in the blue room he ~~str~~ continued
yelling and screaming and head butting Ms. McKnight
in the chest. Ms. McKnight held him in ^{children's} sitting control
hold on the floor. He continued to try to pinch
and bite Ms. McKnight. We sat on the floor until
_____ was able to remain calm. After _____ was
calm he was released and Ms. McKnight left the blue
room. _____ remained in the blue room until
he was calm for 7 minutes. He then came out and
went back to his desk.

is Calloway
removed from
room due to
kicking going
into the blue
room.

Each staff member involved in the restraint must complete report and write a
brief narrative of the incident on the back

Revised 6/2010

DATE: 1-4-12

1	5	4	3	2	1	A	Use appropriate language, tone, and volume when speaking.	9:30-10:15
	5	4	3	2	1	B	Comply with adult directive within 1 minute no more than 1 redirection	
	5	4	3	2	1	C	Refrain from disturbing others	
	5	4	3	2	1	D	Demonstrate appropriate interaction skills with peers.	
	5	4	3	2	1	E	Work to stay on task.	
	5	4	3	2	1	F	Follow school and classroom rules.	
2	5	4	3	2	1	A	Use appropriate language, tone, and volume when speaking.	10:15-11:00
	5	4	3	2	1	B	Comply with adult directive within 1 minute no more than 1 redirection	
	5	4	3	2	1	C	Refrain from disturbing others	
	5	4	3	2	1	D	Demonstrate appropriate interaction skills with peers.	
	5	4	3	2	1	E	Work to stay on task.	
	5	4	3	2	1	F	Follow school and classroom rules.	
3	5	4	3	2	1	A	Use appropriate language, tone, and volume when speaking.	11:00-11:45
	5	4	3	2	1	B	Comply with adult directive within 1 minute no more than 1 redirection	
	5	4	3	2	1	C	Refrain from disturbing others	
	5	4	3	2	1	D	Demonstrate appropriate interaction skills with peers.	
	5	4	3	2	1	E	Work to stay on task.	
	5	4	3	2	1	F	Follow school and classroom rules.	
4	5	4	3	2	1	A	Use appropriate language, tone, and volume when speaking.	11:45-12:30
	5	4	3	2	1	B	Comply with adult directive within 1 minute no more than 1 redirection	
	5	4	3	2	1	C	Refrain from disturbing others	
	5	4	3	2	1	D	Demonstrate appropriate interaction skills with peers.	
	5	4	3	2	1	E	Work to stay on task.	
	5	4	3	2	1	F	Follow school and classroom rules.	
5	5	4	3	2	1	A	Use appropriate language, tone, and volume when speaking.	12:30-1:15
	5	4	3	2	1	B	Comply with adult directive within 1 minute no more than 1 redirection	
	5	4	3	2	1	C	Refrain from disturbing others	
	5	4	3	2	1	D	Demonstrate appropriate interaction skills with peers.	
	5	4	3	2	1	E	Work to stay on task.	
	5	4	3	2	1	F	Follow school and classroom rules.	
6	5	4	3	2	1	A	Use appropriate language, tone, and volume when speaking.	1:15-2:00
	5	4	3	2	1	B	Comply with adult directive within 1 minute no more than 1 redirection	
	5	4	3	2	1	C	Refrain from disturbing others	
	5	4	3	2	1	D	Demonstrate appropriate interaction skills with peers.	
	5	4	3	2	1	E	Work to stay on task.	
	5	4	3	2	1	F	Follow school and classroom rules.	
7	5	4	3	2	1	A	Use appropriate language, tone, and volume when speaking.	2:00-2:45
	5	4	3	2	1	B	Comply with adult directive within 1 minute no more than 1 redirection	
	5	4	3	2	1	C	Refrain from disturbing others	
	5	4	3	2	1	D	Demonstrate appropriate interaction skills with peers.	
	5	4	3	2	1	E	Work to stay on task.	
	5	4	3	2	1	F	Follow school and classroom rules.	
8	5	4	3	2	1	A	Use appropriate language, tone, and volume when speaking.	2:45-3:30
	5	4	3	2	1	B	Comply with adult directive within 1 minute no more than 1 redirection	
	5	4	3	2	1	C	Refrain from disturbing others	
	5	4	3	2	1	D	Demonstrate appropriate interaction skills with peers.	
	5	4	3	2	1	E	Work to stay on task.	
	5	4	3	2	1	F	Follow school and classroom rules.	

yelling at staff
went to bive room

refer to restraint paper